



PART II, STANDARD 4. FULL-TIME AND PART-TIME FACULTY

Part II, Standard 4. Full-Time and Part-Time Faculty

Make the following documents available in a digital format:

- curriculum vitae of each full-time faculty member (Full-time faculty refers to those defined as such by the unit.)

[Link to CVs of full-time faculty.](#)

- résumés of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the Fall 2020 semester

[Link to CVs of part-time faculty.](#)

Print copy in the workroom only:

- records on faculty promotion and tenure - January 2022

Executive Summary

The SCJ prides itself on the diversity of its faculty members, who have both professional and academic backgrounds, represent a fairly even balance between male and female members, and include white, Hispanic/Latino, African-American, Asian-American and other racial and ethnic categories. The School provides a wide array of opportunities for faculty professional development, such as newsroom and agency externships, financial incentives to develop new courses and attend teaching workshops, research stipends, travel funds to attend academic and professional conferences, on-site technology training and more. FIU offers competitive salaries, which allow it to recruit full-time faculty with extensive professional and promising academic credentials who want to work at an R1 university situated in an emerging technology and innovation hub. For example, the Department of Journalism + Media recently hired an executive from ESPN to lead a digital sports journalism program.

The SCJ has also taken full advantage of its access to a thriving media and communication marketplace to hire and train adjunct faculty members who bring valuable skills and prestige to its undergraduate and graduate programs. Faculty associates include editors, producers, reporters, public relations specialists, social media managers and media executives working in the nation's seventh-largest metropolitan area as well as former national journalists and communications executives, including the Senior Vice President for Talent and Development at CNN. They deliver slightly less than half of the undergraduate curriculum and about 15 percent of the classes in the master's degree programs.

Faculty have earned degrees at prestigious domestic and international institutions. While some have studied in more traditional, research-oriented graduate programs such

as the ones at the University of Wisconsin-Madison, University of Florida, University of Miami, and Pennsylvania State University to name a few, others have earned their advanced degrees at research universities that also have a tradition in professional mass communications, such as the University of Missouri, University of Oregon, University of Maryland, and University of Southern California, among others.

In addition, full- and part-time faculty have earned degrees at prestigious professional programs such as the ones at American University, Columbia University, Emerson College, and New York University, among others.

The unit also strives to achieve balance in terms of gender and ethnic representation. The ethnic backgrounds and genders of the 100 full-time and part-time faculty are detailed in Table 7. Their professional and academic backgrounds are detailed in [Table 2](#). In summary, in **Fall 2021**:

- 65.6 percent of full-time and part-time faculty members in the SCJ were female. In the Department of Journalism + Media, 43.7 percent of the full-time and part-time faculty were female, and in the Department of Communication, 87.5 percent of the full-time and part-time faculty were female.
- 53.1 percent of full-time and part-time faculty members in the SCJ were minorities (34 percent Hispanic, 9.4 percent Black or African-American, 9.4 percent Asian). In the Department of Journalism + Media, 54.3 percent of the full-time and part-time faculty were minorities, and in the Department of Communication 66.6 percent of the full-time and part-time faculty were minorities.
- 55.9 percent of full-time faculty hold terminal degrees (Ph.D., Ed.D., J.D. or M.F.A.), 41.2 percent hold master's degrees and 2.9 percent hold a bachelor's degree.
- Both department chairs were female.
- The 35 full-time faculty members have an average of 14.5 years of professional experience.
- Faculty members average 11.1 years of full-time college teaching experience.

1. Describe faculty balance in terms of degrees, professional experience, gender, race and rank.

As of Fall 2021, the SCJ, including the Department of Journalism + Media and the PRAAC major and GSC graduate program in the Department of Communication, has 31 full-time faculty members, compared to 30 six years ago. As the size of the faculty grew over the accrediting cycle, the School also made progress in improving the representation of people of color and women. Among full-time faculty, African-

Americans increased from 0 in 2013-2014 to 9.7 percent in 2021-2022. The School's strong professional orientation calls for a faculty with significant expertise in the practice of journalism and mass communication. The following narrative describes the faculty balance in terms of degrees, professional experience, gender, race, and rank.

Department of Communication

On average, all faculty members spent 12.3 years in the profession before joining the academy. The Department has 18 faculty members with professional field experience, one of whom holds the Accreditation in Public Relations (APR) credential by the Universal Accreditation Board and administered by the Public Relations Society of America (PRSA). The Fall 2021 full-time faculty consists of 18 women and two men. Of that number, four are White, non-Hispanic; nine identify as Hispanic, three as African American, three as Asian American and one as Other. Among full-time faculty, 11 hold terminal degrees (Ph.D., Ed.D. or J.D.) and 9 hold master's degrees. The Department has five tenured faculty members, including one full professor and four associate professors; one non-tenured full professor; five associate teaching professors; three tenure-track assistant professors; one non-tenure-track assistant professor and five assistant teaching professors.

Department of Journalism + Media

On average, full-time faculty members spent 17.4 years in the profession before joining the academy. The Fall of 2021 full-time faculty consists of seven women and eight men. Of that number, seven are White, non-Hispanic; seven identify as Hispanic and one as African-American. Among full-time faculty, eight hold terminal degrees (Ph.D., J.D. or M.F.A.) and six hold master's degrees. The Department has three tenured faculty members, including one full professor and two associate professors; 10 clinical professors of professional practice, including seven associate professors and two assistant professors; and two assistant teaching professors.

2. Describe how the unit selects full-time and part-time faculty and instructional staff. Provide in digital format examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.

Faculty openings are advertised in *The Chronicle of Higher Education*, the AEJMC jobs site, and other comprehensive sources as well as diversity outlets (such as Insight into Diversity, National Association of Black Journalists and National Association of Hispanic

Journalists) and discipline-specific outreach (such as Broadcast Education Association for a broadcast-oriented position). The University's website (facultycareers.fiu.edu) also lists all faculty and instructional staff openings. Published advertisements for recent faculty searches conducted by the School are provided in the site-team workroom.

[Link to folder of Digital Ads](#)

Process for Full-time Faculty Hires

FIU is committed to hiring a diverse body of faculty members. All search and screen committees for permanent full-time faculty and librarian positions (regardless of rank or tenure-earning status) must follow these procedures outlined here (<https://hr.fiu.edu/wp-content/uploads/sites/61/2016/11/SearchScreenHandbookFinal2.pdf>):

- Search and screen committees must include minorities and women in their membership.
- Job descriptions and advertising venues for the job descriptions must be approved by the Office to Advance Women, Equity & Diversity (AWED). AWED develops and manages a wide range of programs to promote faculty equity, diversity and inclusion, including workshops and trainings to improve faculty hiring and promotion processes, faculty mentoring, and interdisciplinary networking.
- Job applicants submit their portfolios to a central FIU database.
- The FIU ADVANCE, which is overseen by AWED, must certify that the applicant pool reflects the representation of minorities and women at a level equal to or exceeding the availability data in the University Affirmative Action Plan before the search and screen committee may begin the screening process. FIU ADVANCE aims to increase, retain and promote more women and underrepresented minority faculty at FIU.
- All search and screen committee meetings must be open to the public. All committees must advertise their meeting time and place 5 business days in advance of the meetings.
- All documents related to the search are considered public records.
- The search and screen committee schedules initial (phone or Zoom) interviews with potential candidates.
- After the initial round of interviews, the search and screen committee selects candidates to invite for on-campus interviews and arranges for the candidates to meet members of the faculty, the Chair, students and the Dean.
- After the final round of interviews, the search and screen committee gives hiring recommendations to the Dean.

- The Dean makes the final selection for the candidate to be hired.
- The final candidate's application is sent to FIU Academic Affairs for review and approval.
- Once approved by Academic Affairs, central FIU Human Resources will commence onboarding procedures.

Process for Part-Time Faculty Hires

STEP 1. JOB POSTING

1. Adjunct faculty positions are posted on <https://facultycareers.fiu.edu/> for the duration of the academic year listed through external applicant job pools
2. The SCJ recruits adjunct faculty through three existing job pools:
 - a. Adjunct/ Lecturer - Hybrid
 - b. Adjunct/Lecturer - Online
 - c. Adjunct/Lecturer - Face to face
3. Positions are posted on hr.fiu.edu/careers for the duration of the academic year

STEP 2. INTERVIEWS (POOL CERTIFIED)

1. Hiring manager/team reviews resumes and selects candidate(s) to interview on an as-needed basis
2. Hiring manager/team conducts interviews (all interviews must be conducted in the same mode, you may interview via any combination of zoom, phone and or in-person interviews)

STEP 3. CANDIDATE SELECTION

1. Hiring manager/team select candidate to hire from those interviewed
2. Hiring manager/team submits selected candidate(s) to departmental HR along with date(s) of interview
3. Department begins Academic Credentialing process

STEP 4. OFFER & ONBOARDING

1. CARTA HR submits offer letter to candidate
2. Candidate accepts offer and completes electronic sign on
3. Level 1 Accurate background check is conducted (for positions not requiring Level 2 check)
4. Candidate meets with Central HR to submit W4, I-9, and Loyalty Oath
5. Central HR completes e-Verify

6. Central HR submits on-boarding notification to CARTA HR and candidate
7. Candidate starts working

3. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service and its process for the award of tenure, promotion, reappointment and salary. (Provide digital access to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit. Please provide specific page numbers.)

The links below provide access to the tenure and promotion guidelines for each department for both tenure / tenure-earning and non-tenure track faculty. With respect to salaries, the College presents offer letters to new hires (and reviews current faculty salaries) through guidance from the Oklahoma State University salary survey and the FIU Office of Academic Affairs. First published in 1974, *Faculty Salary Survey by Discipline of Institutions Belonging to the Association of Public and Land-Grant Universities* is a project directed by Oklahoma State University's Office of Institutional Research and Analytics. The inspiration behind the project emerged from the desire for current salary information for university management. The result is a study which higher education administrators and government officials can use for salary budget decisions. In an effort to produce a national sample of average faculty salaries by discipline, Doctoral degree-granting institutions from each state and the national service academies were selected to provide low, high, and average salaries for each academic discipline and faculty rank represented on their campuses. With the exception of the service academies, these institutions annually award doctorates in a minimum of five different discipline areas. The book is arranged by 6-digit CIP codes, with 2-digit and 4-digit summary pages included as needed. Two separate "All Discipline Average" pages are included, one with medical disciplines and one without medical disciplines. Using summaries of the Carnegie Classifications and input from participants and customers, the basic classifications as defined by the Carnegie Foundation were implemented in FIU's Faculty Salary Survey beginning in 2007-2008. This is the first year the publication reflects the 2018 updated Carnegie Classifications. Therefore, the salary information is still grouped as:

- R1: Doctoral Universities - Highest Research Activity
- R2: Doctoral Universities - Higher Research Activity

For the process of awarding promotion to non-tenure-track faculty, the Department of Journalism + Media refers to pp. 31-32 of the FIU Tenure & Promotion Manual (linked

below). Salary increases tied by promotion are stipulated on p. 30 of the [Collective Bargaining Agreement, 2018-2021](#). The Department of Communication has its own guidelines, also linked below.

- [FIU Tenure & Promotion Manual](#) (updated 2020)
- [CARTA Tenure & Promotion Policies and Procedures](#) (updated 2016)
- Department of [Journalism + Media Draft Tenure & Promotion Guidelines 2019](#)
- Department of [Communication Tenure & Promotion Guidelines](#)
- [Appointment and Promotion Guidelines for Non-Tenure-Track Faculty – Dept. of Communication](#)

At FIU, there is no limit to the number of times the contract of a permanent clinical professional practice or teaching faculty member may be renewed. As a result, most contracts are renewed unless there is a reason not to renew, or a reason to modify the terms of renewal. Reasons for modification may be discussed during the contracted faculty member's annual review.

Research Faculty (Tenured and Tenure-Earning)

At FIU, research faculty typically have a 2-3 teaching load, which may be adjusted based on administrative duties assigned to them, extra consideration for research duties they undertake or professional development they participate in. All course adjustments must be approved by the Department Chair and the Dean. In conjunction with their annual review, faculty members prepare a plan of work for the next academic year. Based on this document, the Chair and the faculty member may negotiate course adjustments for the upcoming year. Research faculty are generally expected to spend 50 percent of their time on teaching and 10 percent of their time on service.

Both departments have policies and draft differential assignment policies (which will be addressed by the College's Faculty Assembly in the coming year) that supplement and are subject to the FIU Tenure and Promotion Manual (Office of the Provost, Florida International University, approved by the Faculty Senate on June 13, 2017) and the CARTA Policies and Procedures for Tenure-Earning Faculty Appointment, Tenure and Promotion (adopted by the CARTA Faculty Assembly on May 20, 2016, as revised on Nov. 29, 2016). Both departments evaluate teaching, research and scholarship in tenure decisions.

Teaching. In line with FIU policies, the SCJ expects that all faculty members will be 1) knowledgeable in their fields of study; 2) well prepared and well organized for all

classroom or associated activities; and 3) successful in the presentation of knowledge. In addition to performing effectively in classes, faculty members are expected to be actively helpful to students outside class, provide academic, career counseling and advising, supervise internships and independent studies and, when necessary, supervise graduate projects. Major items to be considered in evaluating teaching include the following:

1. Copies of evaluations by students, faculty and the department chairperson.
2. Copies of course syllabi and samples of tests/exams, project assignments, etc.
3. A brief description of activities that have enhanced a faculty member's ability and qualifications to teach, including new course development, new course preparation, new course materials, development of new teaching modes, attendance at teaching seminars or workshops, curriculum development or revision, or other innovations which would influence the determination of the quality of teaching.
4. Additional items to be considered that may modify the assessments are: Formal studies or assessments from the Center for the Advancement of Teaching for the purpose of improving ability, e.g., attendance at quality teaching seminars. Grade distribution for each class. Documented support from alumni and professionals currently working in the field regarding knowledge gained from courses taken from the professor. Special honors, awards, or other recognition of teaching.

Research. The SCJ combines professional training of undergraduate and graduate students with a strong emphasis on research and scholarship for faculty on tenure-track lines. These research and scholarship activities must receive national or international professional recognition. As such, faculty are expected to have their research published in quality, refereed journals relevant to journalism and media. Faculty are also encouraged to present at conventions recognized as appropriate outlets for such scholarship. Such efforts should be evaluated and recognized by one's peers.

Service. Faculty members will be expected to take an active role in the committees of the SCJ. Service contributions may also be made through committees and elective bodies of CARTA and of the University. The term "service" may also include the following: Maintaining a close relationship with scholarly or professional organizations representing a faculty member's fields of interest; holding office or serving on committees at significant local, regional, national, or international levels; giving presentations, sharing of professional and academic experience through speeches, papers, or panel appearances with nonprofessional community groups; and working for community organizations in the faculty member's area of expertise. Within this framework it is generally expected that greater weight will be given to those activities that involve volunteer services that

represent a donation of time and skills to meet the needs of society. Service will be evaluated based on the significance of the contribution.

Tenure process. All tenure-track faculty have up to six years to apply for tenure, which includes a third-year review to monitor progress. All tenure-earning faculty are reviewed in their third year of employment and will create a portfolio to document their efforts in teaching, research and service in support of their eventual application for tenure. All members of a department's Tenure and Promotion Committee will review the third-year portfolio.

Applicants who successfully complete their third-year review prepare a tenure portfolio during the spring of their fifth year. A packet of significant work in the area of research and creative activities will be sent to at least five outside reviewers. The letters from the reviewers, letters from significant collaborators that applicants would like to include in their tenure portfolios, and any additional evidence of excellence in teaching, research/creative or service must be added to the portfolio by September of their sixth year. The portfolio is reviewed by the departmental Tenure and Promotion Committee, the Department Chair, the College (CARTA) Tenure and Promotion Committee, the Dean of the college, the Provost's office and the President. If these reviews are successful, then the candidate's application for tenure is advanced to the University's Board of Trustees in June of the sixth year.

Clinical Professional Practice Faculty

Clinical professional practice faculty are technically expected to teach a 4-4 load, which is modified to a 3-3 with an expectation that the faculty member will spend 22 percent of their time in research or creative activities, such as producing documentaries or publishing articles in the professional or popular press, and 10 percent in service. In some cases, this teaching load may be further modified for special projects, such as Univision STEP, where a faculty member is dedicated full-time to this endeavor. All course reductions or assignment modifications must be approved by the Department Chair and the Dean. In conjunction with their annual review, faculty members prepare a plan of work for the next academic year. Based upon this document, the Chair and the faculty member may negotiate course reductions for the upcoming academic year.

Teaching Faculty

Teaching faculty members have a 4-4 teaching load that may be adjusted based on administrative duties that are assigned to them, creative or scholarly projects that they

undertake or professional development that they participate in. All course reductions must be approved by the Department Chair and the Dean. In conjunction with their annual review, faculty members prepare a plan of work for the next academic year. Based upon this document, the Chair and the faculty member may negotiate course reductions for the upcoming academic year. Teaching faculty are also expected to spend 10 percent of their time on service.

4. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

The SCJ and FIU have committed significant resources to support faculty professional development to stimulate and encourage effective teaching. Administration and unit leadership understand the importance of such resources in order to remain a preeminent school at the forefront of communication education. Faculty are encouraged to grow and expand their knowledge base outside of the classroom. This support includes:

Travel Support

The School encourages faculty members to travel and attend conventions and conferences to present peer-reviewed research in their areas of specialization and improve their teaching techniques and methodologies. Through the oversight of a faculty travel committee, both departments acknowledge the importance of professional training and scholarship for the advancement of public knowledge, excellence in teaching, as well as promotion and tenure decisions. Various evaluation committees at the departmental, CARTA, and University levels encourage faculty to engage in work-related travel for the furtherance of scholarly and pedagogical goals. Indeed, faculty are evaluated, in part, on their record of presentations and participation in events that require travel. In accordance with 2019 Florida Statute 112.061 (1), the CARTA Constitution (2) and the BOT-UFF Policy on Professional Meetings under Employee Rights (3), FIU (via CARTA and the Department) will allocate adequate resources to fund faculty travel for annual job-related professional training and development as well as attendance at scholarly meetings and/or conferences.

FIU Center for the Advancement of Teaching

The Center for the Advancement of Teaching seeks to recognize and cultivate learning-centered, evidence based, and inclusive teaching throughout the University. FIU CAT provides a space for intellectual exchange about teaching and learning, encouraging

faculty at all levels to devote their energy to student learning and assisting them to find new ways of facilitating community project education.

The Center for the Advancement of Teaching offers seminars and workshops throughout the year on topics ranging from best practices in pedagogy to classroom discussion and communication and courses to certify instructional staff in teaching modalities and new technologies for teaching and learning. The CAT provides customized training to faculty to improve student learning outcomes in face-to-face, online, hybrid and remote courses; provides training and orientation workshops for graduate students; advises departments on effective strategies for evaluating teaching; assists departments with curricular redesign; maintains a repository of educational technology tools and applications aligned with the most current teaching and learning literature; and organizes faculty reading groups, providing a space for the exchange of ideas and for problem solving of prevalent teaching challenges.

Technology Training and Department-Level Workshops

Due to the pandemic, from Spring 2020-Fall 2021, few department-level professional development workshops were offered to faculty. However, the University greatly increased the number of workshops and certifications in course development for online, hybrid and remote classes. The University also increased the number of trainings and book clubs on topics ranging from unconscious bias and diversity/inclusiveness/equity and classroom strategies.

360 Video Workshops

During Summer 2017, SCJ alumnus Elmo Lugo gave several workshops on 360 video to faculty from both departments. As a result of these workshops, SCJ has invested in 360 video production kits and faculty in both departments have integrated 360 video projects into the curriculum.

Google News Initiative

Trainers from the Google News Initiative visited the School multiple times between 2015 and 2021, providing specialized workshops on a variety of tools for faculty and students such as those listed below.

- July 27, 2019 - Immersive Storytelling Workshop with Google News Initiative and Online News Association.

- March 3, 2018 - in connection with Open Data Day, a trainer from the Google News Initiative gave a workshop on Google Public Data Explorer, Fusion Tables and MyMaps.
- April 12, 2017 - a trainer from the Google News Initiative gave a workshop on visualizing data with Google Maps

5. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

The FIU definition of full-time faculty includes all tenured, tenure-track, and non-tenure-track professors in the ranks of assistant, associate, and full professor working at or above a 0.75 full-time equivalent (FTE). These faculty members have teaching, research, and service assignments. Pursuant to Florida Statute 1012.945, full-time faculty are required to teach a minimum of 12 classroom contact hours per week. The specific application of this law is delineated in the Florida International University Board of Trustees and the United Faculty of Florida–FIU Collective Bargaining Agreement (FIU-UFF CBA), which states:

“Although the Legislature has described the minimum full academic assignment in terms of twelve (12) contact hours of instruction or equivalent research/scholarship and service, the professional obligation undertaken by an employee will ordinarily be broader than that minimum. In making assignments, the University has the right to determine the types of duties and responsibilities that comprise the professional obligation and to determine the mix or relative proportion of effort an employee may be required to expend on the various components of the obligation. These assignments shall accord with the policies and/or procedures developed by each unit and approved by the university.”

The University has developed a differential assignment policy (DAP), which has been adopted at the College level. Each college department has been asked to create its own, and drafts have been developed and available below. The CARTA Faculty Assembly will review and make recommendations for each draft DAP during the 2021-2022 academic year. Below are the links to the university and college policies; the FIU-UFF CBA; and the draft departmental policies that are currently under review:

[University Differential Assignment Policy](#)
[FIU-UFF Collective Bargaining Agreement](#)

[Differential Assignment Policy - CARTA](#)

[Differential Assignment Policy Draft - Department of Communication](#)

[Differential Assignment Policy Draft - Department of Journalism + Media](#)

Both departments have created flexibility for individuals in various teaching loads - half of the instructional faculty in the past three years have taken advantage of this policy to balance loads. This formalizes a system that was in place -- Differentiated Assignment Policies (DAPs) serve as a guide in determining the amount and percentage of effort each faculty must expend to meet their assignment. This effort is broken down into three categories: teaching, research, and service. Faculty are assigned a percentage of their professional obligation to devote to each area, which for full-time faculty, should combine to equal 1.0. The Provost's Office has created the general parameters in which departmental policies and/or procedures should be developed, and the FIU-UFF CBA is clear that each unit shall develop a policy that reflects the material conditions of faculty work therein. The DAP applies to all full-time and part-time (i.e., adjunct) faculty members.

These are *assignment* policies, not *evaluation* policies. As such, these policies speak to the amount of effort that comprises the department's professional obligation and do not speak to the "quality" of such activities. All assignments must conform to the processes, deadlines, and conditions outlined in the FIU-UFF CBA. It is particularly important to note the FIU-UFF CBA requires that "No employee's assignment, including the platform of delivery, shall be imposed arbitrarily or unreasonably," and "Each employee shall be given assignments that provide equitable opportunities, in relation to other employees in the same department/unit, to meet the required criteria for tenure, promotion, successive fixed multi-year appointments, and merit salary increases." Faculty should keep these three conditions, that assignments are 1) not arbitrary, 2) not unreasonable, and 3) provide equitable opportunities to meet required conditions for tenure and promotion, in mind when discussing assignments. These are the guiding principles for fair and equitable workload for all faculty of the University. However, each unit will define within their policies what constitutes differential assignments based on varying levels of research/creative activities/scholarship, teaching, and service. The guiding principles of differential assignments are:

- Provide a fair assessment of faculty and define the percent effort that is assigned based on performance in teaching, research/creative activities/scholarship and service,
- Capture in an equitable and fair manner the percent effort with the task assigned,

- Define a unified University-wide structure on how percent effort should be estimated.

Definitions and Expectations

- 1) It is the expectation that all faculty (regardless of rank or track) will have an annual minimum 10 percent service assignment. This percentage can be adjusted as necessary.
- 2) Upon mutual agreement between the Chair and the faculty member and in the best interest to advance the Department, Graduate Faculty who serve as a dissertation or Master's degree committee Chair are eligible for a half course release upon graduation of each student. Co-Chairs would be eligible for half of this benefit. The course release should ordinarily be used within two years of the student's graduation. Each college or department will be responsible for the associated costs.
- 3) For 12-month faculty who are on the non-tenure track and without significant administrative assignment as defined by the unit, the expectation includes three three-credit courses over the summer term.
- 4) Department Chairs/School Directors who serve two-terms, as defined in the Guidelines for the Selection of Chairs and Deans, are eligible to receive one-semester leave to focus on their research/creative activities and teaching responsibilities upon completing their service as Chair/Director.
- 5) Faculty associated with research centers, journal or book series editors, and other "non-traditional" positions should also qualify for modified course loads.

Procedure

Faculty and the department chair collectively decide the differentiated assignment based on the faculty member's work agenda, research/creative/professional interests, teaching mode of delivery preference, preference for graders, and the department's needs. Some faculty will be working on large research projects and may require a lower teaching assignment. Others may be conducting less research and could have a higher teaching assignment. Professional track faculty, and other non-tenure track faculty, may also conduct research or work on large creative projects like documentaries, theater works, or musical projects that require a reduced load. Tenure-track faculty may also engage in these activities, and they should be accommodated in the differentiated

assignment as well. The department chair will create a differentiated assignment to support such activity, especially activities that help increase department rankings, awareness, prestige and/or benefit the public good. Course selections should also mirror faculty research/creative/professional interests in order to best facilitate educational offerings. In terms of a timeline, the differentiated assignment will be made at the end of the spring semester. If faculty do not meet with the chair to discuss the differentiated assignment, the chair will make the differentiated assignment, notify the faculty member three weeks before their 9-month or 12-month contract ends, and the faculty will then have two weeks to respond. If there is a dispute regarding the differentiated assignment, a committee made up of elected faculty will convene to examine the situation and offer a proposed solution. If the dispute continues, the chair, union, dean and faculty member will meet to work out an agreement.

Example Assignments

This section outlines potential distributions of the percentage of effort that comprises a faculty's professional obligation.

Course Load	Teaching Assignment	Research Assignment	Service Assignment
4/4	90 percent	0 percent	10 percent
4/3	79 percent	11 percent	10 percent
3/3	67 percent	23 percent	10 percent
3/2	56 percent	34 percent	10 percent
2/2	45 percent	45 percent	10 percent
2/1	34 percent	56 percent	10 percent
1/1	23 percent	67 percent	10 percent
1/0	11 percent	79 percent	10 percent
0/0	0 percent	90 percent	10 percent

6. Demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of core and required courses for the three years before the site visit. If full-time faculty have not taught and are not teaching the majority of core and required courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

Percentage of core and required undergraduate courses taught by full-time faculty:

Degree Program	2020-2021	2019-2020	2018-2019
B.S. in Communication	44.12	55.56	55.56
B.S. in Digital Communication + Media	58.5	58.04	65.8

In the Department of Communication, the shift in full-time faculty teaching required PRAAC courses from 19-20 to 20-21 is primarily concentrated around an increased number of sections being offered for the PUR 4101: Digital Editing and Design and PUR 4100: Writing for PR sections. Full-time faculty develop syllabi, course objectives and learning assessments for these two courses. With additional students enrolling in the program, we have relied on adjunct faculty to teach these courses as their real-world expertise benefits the students in acquiring the needed skills provided in these courses.

7. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Use a digital format to provide any course evaluation forms, peer review forms or other documents used in evaluations.

[Link to SPOT Surveys](#)

[Link to Center for the Advancement of Teaching Evaluating Teaching Program](#)

[Link to Department of Journalism + Media Evaluation of Teaching Proposal](#)

[Link to Department of Communication Evaluating Teaching Guidelines Proposal](#)

[Link to Panther180 Website](#)

Full-Time Faculty

Annually, department chairs prepare written evaluations of faculty members. Full-time faculty are evaluated based on their performance related to teaching, research and service, depending on the ratio expected with their appointment. Faculty can meet with the evaluating department chair or supervisor to discuss the evaluation prior to its completion; a faculty member who wishes may append a brief response to the evaluation.

In 2016, FIU's Academic Affairs launched the web-based Panther180 platform, a comprehensive systems solution to record and publicize faculty achievements. Panther180 provides a central location for the faculty to record their achievements and eliminate data redundancy. With this electronic management, internal support units obtain needed information to promote the work and scholarship of faculty. The system is used to record and publicize faculty achievements as well as serve as the centralized system for faculty assignments and evaluations. Annual evaluations are documented and maintained in the Panther180 platform, and are used to inform decisions concerning salary, tenure and promotion, teaching and research assignments, and other employee actions. For tenure-earning faculty, the annual evaluation includes a progress-toward-tenure statement.

Teaching

All faculty are evaluated for teaching by the department chairs through a combination of student evaluations ([Student Perception of Teaching](#) (SPOT) surveys), the faculty member's own methods devised through the Evaluation of Teaching program, and any evidence of additional teaching innovation, such as developing new courses, developing new modules within courses, engaging in pedagogical research, and publishing pedagogical research.

Evaluation of Teaching

Students complete the online SPOT evaluation during the last weeks of the term, ranking the instructor as excellent, very good, good, fair, or poor. The survey comprises a total of 19 questions (8 legislatively mandated and 11 specific to FIU); students can provide anonymous narrative comments.

In 2019, FIU implemented a University-wide [Evaluation of Teaching](#) effort designed to help faculty better understand and meet the learning needs of its students and to

provide data for the evaluation of teaching in addition to the SPOT evaluations at the end of the semester. Each semester, every member of the faculty is expected to select an evidence-based instrument to further student learning in each of their classes and to submit any evidence of additional teaching innovations. Both the [Department of Communication](#) and the [Department of Journalism + Media](#) have put together guidelines for their faculty to fulfill this requirement. Department chairs or supervisors review student evaluations at the end of each semester and include results in their annual evaluations of faculty.

Research/Creative Activities

For tenure-earning faculty, both departments rely on FIU's [Tenure and Promotion Manual](#), p. 24, when evaluating research and creative activities of the faculty, which states: "[E]valuating research and/or creative works may take many forms, including independently conducted research/creative works, and collaboratively generated contributions to the field of study, community, and arts. The respective work should add value to the respective field and work to increase FIU's commitment as a research university and its Carnegie Classification. Research and/or creative activities aim to advance the generation of new knowledge or production of new creative works and technologies through various forms including social and other media outlets, inventions, innovations, patents and patent licensing, commercialization, entrepreneurship, and start-up companies. [Faculty members] may exhibit their accomplishments through the production of books (chapters), published articles, grants, fellowships, criticism and reviews of creative works, reviews of grant applications, patent submissions/issuances, evidence of impact on policy/practice. ... The quality and significance of journals, series, and presses by which the candidate's work has been published is also considered. Where appropriate, consideration will be given to external peer recognition as demonstrated by a record of funded research..."

The sustained performance review of tenured faculty is conducted once every seven years following the award of tenure or most recent promotion. The purpose of this evaluation is to document sustained performance during the previous 6 years of assigned duties and to evaluate continued professional growth and development. The FIU Sustained Performance Evaluation Procedures are published on the Office of the Provost–Planning and Finance website. The sustained performance evaluation combines the annual evaluation process with a periodic comprehensive review of performance. The department chair or supervisor prepares a written evaluation according to the guidelines governing sustained performance evaluation procedures and ratings. Prior to an evaluation being finalized, a faculty member may meet with the

evaluating department chair or supervisor to discuss the findings; a faculty member who wishes may append a brief response to the evaluation. Sustained performance evaluations are submitted to the dean for review.

For non-tenure earning faculty, non-tenure-track faculty serve as librarians, lecturers, instructors, clinical professors, research professors, and professional practice professors. The Appointment and Promotion Guidelines for Non-Tenure-Track Faculty, published on the Office of the Provost–Planning and Finance website, provide appointment and promotion guidelines for lecturers and instructors. Library faculty establish the appointment and promotion guidelines for librarians, as stated on page 34 of the [Tenure and Promotion Manual](#), and colleges or schools establish guidelines for the promotion of clinical and research professors. These guidelines must be consistent with university-wide criteria and procedures, and must be approved by the college's or school's faculty governance body, dean, the FIU Faculty Senate, and the provost.

Service

Service to the University, community and industry is vital to the fabric of School culture. Faculty are assigned service goals/activities each year as part of the faculty assignment document for the upcoming academic year. In consultation with the Department Chair, faculty members can identify service opportunities (e.g., committee work, mentoring, volunteering) that enhances the vibrancy of the university experience.

According to the University's [Tenure and Promotion Manual](#), p. 25: "Service includes service to the department/unit, college/unit, the university, the professional field or discipline, and the community. Service outside the university may include work for professional organizations, local, state, federal, or international entities that relate to the University mission and capitalize on the faculty's expertise. Due to the diverse units within FIU, it is recognized that such standards will vary across the units. Evaluation of service will include an examination of the nature and degree of engagement within the University and in the local, regional, national, and global communities. Faculty who engage in administrative duties and/or increased service should be fully credited for such activities, and not be penalized for reduced activities in other areas of faculty activity (teaching and research)."

[CARTA's Tenure and Promotion Guidelines](#), Article IV. College Criteria for the Evaluation of Performance in Service, outlines the College expectations for service: "Evaluations and recommendations must consider the merit of service, including extent and significance of participation in award and competition juries, editorial boards,

publication and presentation review panels, grant review panels, accreditation boards and teams, academic and professional associations, professional registration boards, work pro bono publico in discipline or profession, and presentations and publications for the general public on discipline or profession.”

Part-Time Faculty

Currently, each department Chair reviews the Student Perceptions of Teaching (SPOT) surveys of adjunct faculty at the end of each semester and makes decisions based on the student responses combined with feedback from other faculty and colleagues when assigning courses for subsequent semesters. Beginning Fall 2021, FIU is integrating the part-time faculty evaluation process into Panther180, the full-time faculty portfolio and evaluation platform. Part-time faculty will be asked to submit evidence of teaching innovations and evidence-based teaching strategies for consideration in the evaluation of teaching. Department chairs will review the Student Perceptions of Teaching (SPOT) data and the Panther180 documentation in their evaluation of part-time faculty.

Instructional Staff Members

Instructional staff who teach classes are hired as part-time faculty (i.e., adjuncts) and are evaluated as adjuncts.

8. List selected achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc. (Five citations a year are sufficient, but the unit has the option of providing a full list in a separate digital file.)

[Link to full list of achievements in teaching, Department of Communication](#)

[Link to full list of achievements in teaching, Department of Journalism + Media](#)

This list below provides selected teaching-related achievements of the SCJ faculty over the past six years.

2021

- Teresa Ponte led Department efforts to secure a \$500,000 grant awarded by NBCU Academy in 2021. The grant includes funding for curriculum development, student scholarships, and technology in support of the curriculum.

- Stephen Kairella - Received support from Dean's office to initiate "Newscast," daily student-produced video program broadcast live on the Internet. Also assembled a portable studio for students to preview TV scripts.
- Laura Kurtzberg - Developed proposal for "Meaningful Objects," a curriculum module designed to introduce SCJ students to working in augmented and virtual reality, funded by the Dean's office. Collaborated with Susan Jacobson.
- Karla Kennedy - received Dow Jones High School Workshop funding to conduct a summer journalism workshop for high school students.

2020

- Dan Evans - Awarded CARTA Faculty Senate's "Excellence in Teaching" citation
- Susan Jacobson - "Using innovative science and technology to create and deliver effective environmental education in Miami-Dade County," grant from Miami-Dade County (\$64,500), with Tiffany Troxler, Science Director of FIU's Sea Level Solution Center.
- Charles Strouse, Director of the South Florida Media Network - Best College/Community Website Eppy awarded to South Florida Media Network
- Dan Evans – Developed the "Miami Bureau Experience" course, an elective designed to give students a platform to create in-depth, multimedia work. Student work from the course published in *The Miami Herald*, *Miami New Times*, *Miami Today* and *Miami Times*.
- Mihaela Plugarasu - Teaching Fellow, Center for the Advancement of Teaching

2019

- Teresa Ponte led the effort to partner and develop the Student Training and Employment Program (STEP) at Univision.
- Lilliam Martinez-Bustos - Director of the Student Training and Employment Program (STEP) at Univision. Coordinates and participates in design of curriculum/internship program, 2019-present.
- Charles Strouse - South Florida Media Network won six first-place awards in college competitions that included universities throughout the state of Florida, 2019-2020
- Charles Strouse - Forged partnerships with *The Miami Herald*, *Miami Today* and *Palabra*, the magazine of the National Association of Hispanic Journalists. More than 50 stories by SFMN student journalists have been published in these periodicals, 2019-2020.
- Mercedes Vigon - Produced three editions of "Voces del Periodismo," an international student award with the support of the Spanish-language Media Industry, 2019-2021

2018

- Teresa Ponte developed the South Florida Media Network's Bureau experience and curriculum in New York and Washington, D.C.
- Dan Evans - Mentored students in an on-campus internship that won several Hearst Awards, including a first-place award for covering the FIU bridge collapse.
- Richards A, Fitzpatrick KR. The JMC Innovation Project: A Pivotal Moment for Journalism, Media and Communication Education: Assessing the State of Innovation. *Journalism & Mass Communication Educator*. 2018;73(2):136-146. doi:10.1177/1077695818767680

2017

- Allan Richards - FIU Spot Award for innovative educational activities in the classroom, school and university.
- Allan Richards - "Innovations in Teaching Journalism, Media and Communication." JMC Teacher of the Year panel session at the Association for Education in Journalism and Mass Communication annual conference, Chicago.
- Allan Richards - "Creating Cultures of Innovation in Schools and Colleges of Journalism, Media and Communication." Invited presentation at the Association of Schools of Journalism and Mass Communication mid-winter conference, Memphis.

2016

- Allan Richards - Co-director, The JMC (Journalism, Media and Communication) Innovation Project. Report assessing the scope and status of innovation in U.S. schools of journalism, media and communication (2016-17).
- Allan Richards - Scripps Howard Foundation's Teacher of the Year Award for innovative activities and teaching philosophy.
- Michael Sheerin - Virtual Reality Storytelling – Grant awarded (\$19,000) for curriculum and course development
- Mercedes Vigon - With the support of a grant from Intercultural Communication Barriers in Miami Higher Education Community, directed student documentaries on "Multicultural Voices in FIU."

PROFESSIONAL MASTER'S PROGRAMS

9. List members of the graduate faculty and show that they meet the institution's criteria for graduate instruction.

[Link to FIU's Policy on Teaching Graduate Level Courses](#)

The Graduate School at FIU sets policies regarding the requirements of graduate faculty. FIU's policy states: "Individuals who teach graduate level courses (5000 and above) must be approved by the department chairperson after a review of the individual's credentials. The expectation is that the individuals teaching graduate level courses will hold a terminal degree in the discipline in which they are teaching or in a related discipline and demonstrate a high level of competence in teaching and scholarship. Substitution for the terminal degree may be granted with the documented exceptional experience and/or scholarly or creative activity when approved by the chairperson, unit dean and the Office of the Provost."

FIU designates some faculty members, mostly tenured and tenure-track, as "Members of the Graduate Faculty" for purposes of vetting faculty members serving on dissertation committees and supervising theses. The graduate programs in the SCJ are professional master's degree programs, and the faculty do not supervise dissertations within the program. For the purpose of answering this question, reference is to full-time faculty members who meet the Graduate School's requirements for teaching graduate courses as members of the graduate faculty.

Below are lists of faculty members who regularly teach in the graduate programs.

Global Strategic Communications

- **Rokeshia Renné Ashley, Ph.D.**, is an assistant professor whose research focuses on health communication in body image and modification, and maternal health. She examines how black women manage their appearance relative to reception of health information and negotiating modification in a racial and health context, while also exploring the interactions between patients and healthcare providers pre-, during, and post-natal to uncover culturally competent strategies to improve black women and babies' maternal mortality. Ashley's work has been published in *Health Communication*, *Journal of Black Studies*, and *Communication, Culture & Critique*.

- **Grizelle De Los Reyes, (MA)**, is an associate teaching professor and graduate director of the Global Strategic Communications Creative Track, the joint program with the Miami Ad School. De Los Reyes is an advertising professional with more than 25 years of strategic marketing communications and research, having held management positions in media and advertising agencies including Univision, Starmedia, and J. Walter Thompson. She has assisted companies and media providers in successfully marketing their products and services throughout the U.S., the Caribbean and Latin America.
- **Aileen Izquierdo**, is an associate teaching professor in the graduate program and also serves as its program director while serving as Chair of the Department of Communication. Izquierdo is a communications professional with more than 20 years of strategic communications, branding and crisis communications experience, having held executive management positions as vice president for communications at Broward College and Florida Atlantic University. Izquierdo was the first vice president for communications and marketing at both of these institutions.
- **Nicole Kashian, Ph.D.**, is an assistant professor whose research interests focus on the use of mediated communication in interpersonal relationships in relational and health contexts.
- **Yu Liu, Ph.D.**, is an associate professor in the Department of Communication. Her primary research focuses on computer-mediated communication, specifically exploring diffusion of social media and how social media affects civil engagement and collective action. She is also interested in studying cross-cultural consumer behavior.
- **Hugo Ottolenghi**, is an assistant teaching professor and has taught public relations, mass communications and journalism classes at the undergraduate and graduate level at FIU as an adjunct for 12 years. He is certified in online and hybrid instruction. He has worked in public relations for nearly a decade, serving businesses and professionals, and consulting with public relations firms. Early in his career, Ottolenghi was vice president of a national news company now known as bankrate.com. He managed reporting and research staff that produced four publications and provided news, analysis, and data to more than 50 million consumers and 30 news organizations. Later, he directed reporters covering law, real estate, business, and banking as a senior editor for the *Daily Business Review*, a South Florida daily newspaper owned by ALM, formerly American Lawyer Media.
- **David Park, Ph.D.** is an associate professor in the School of Communication + Journalism. He received his Ph.D. in Mass Communication from the University of Wisconsin-Madison. His research interests include new media technologies,

media production, policy and democracy, consumer behavior and international communication. His scholarship appears in the *Journal of Communication Inquiry*, *American Journal of Media Psychology*, *American Behavioral Scientist*, *International Marketing Review*, *Labor Studies Journal*, and in other academic journals and book chapters. He also serves on the editorial board for the *Global Media Journal* (US Edition) and the *Public Relations Journal*.

- **Raquel Perez, Ph.D.**, is an associate teaching professor at Florida International University and conflict resolution consultant with more than a decade of professional experience in leadership development and organizational design. In addition to her work in academia, Dr. Perez has led de-escalation training for law enforcement agencies and has collaborated on projects that focused on organizational conflict, change management, learning systems, grassroots movements, talent optimization, and global engagement.
- **Mihaela Plugarasu**, is an assistant teaching professor in the Department of Communication, a facilitator, moderator and presenter on topics related to Personal Branding and The Power of Social Media, Communication and Leadership, Conscious Living, Conscious Parenting, Personal Development and Self Growth. In her previous role as Director, Strategic Initiatives & Communications at FIU's Chaplin School of Hospitality & Tourism Management, she was responsible for overseeing all communications and office operations including marketing, promotions, advertising, web and social media, public relations and analytics. Under her leadership, the Chaplin School's brand messaging and positioning improved significantly through successful accomplishment of massive projects such as E-merge Americas Technology Conference, international campus visits, industry conferences, media campaigns, new website launch, and institutional events.
- **Heather Radi-Bermudez, APR**, is an assistant teaching professor in the Department of Communication's Global Strategic Communications master's program and continues her work in professional practice. Bermudez, who is accredited in public relations (APR), began her career as a public relations practitioner in agency and corporate settings before moving to marketing and internal communications and on to her latest work in academia and non-profit organizations. Her research interests involve health communication and stigma communication. Her work with non-profits led a grassroots movement to create public awareness for teen dating violence in Greater Miami which was recognized by Mayor Carlos Gimenez with a Mayoral Proclamation of "REAL Love Miami Teen Dating Violence Awareness and Prevention Week."
- **Sigal Segev, Ph.D.** is an associate professor in the Department of Communication at Florida International University (FIU). She holds a Bachelor's

degree in Political Science and Arabic Language from Tel-Aviv University, a Master's degree in Advertising & Public Relations from Florida International University and a Ph.D. in Communications from the University of Leicester, UK. Dr. Segev's research interests focus on green advertising, new media and multicultural communication, specifically the effect of culture on consumer responses and decision-making. She teaches classes in both graduate and undergraduate levels, including Communication Research Methods, Global Communication, and Strategic Communication Theories. Prior to joining FIU, Dr. Segev held marketing communications and public relations positions at both private and government sectors.

- **Weirui Wang, Ph.D.** is an associate professor whose research focuses broadly on health communication and new media. In particular, she is interested in investigating the effects of new technology use in arenas of health information seeking, message processing and persuasion, and stigma communication. She has also conducted research on persuasive strategies in health-related social marketing, and on the effects of cultural factors on health attitudes and behaviors. In 2012, Dr. Wang was a recipient of AEJMC emerging scholar award and named one of FIU's Top Scholars. Her work has been accepted and published in the *Journal of Immigrant and Minority Health*, *Health Communication*, *International Journal of Advertising*, *International Journal of Communication*, and other peer-reviewed journals.
- **María Elena Villar, Ph.D.**, is a full professor in the Department of Communication and teaches courses in communication theory, research methods, multicultural communication, and advanced seminars in strategic communications. She has dozens of publications based on her research including peer-reviewed journal articles, conference proceedings, a book chapter and many conference presentations, and several technical reports. Her work has been published in *Journal of Immigrant and Minority Health*, *Sex Education*, *Health and Mass Communication*, *Howard Journal of Communication*, *Journal of Product and Brand Management*, *American Journal of Media Psychology*, *Pediatrics*, and *Journal of Pediatrics*, as well as other scholarly journals. She has presented papers and lectures at national and international refereed conferences, including the National Communication Association, International Communication Association, Public Relations Society of America, Association for Educators in Mass Communication, Institute for Public Relations, World Congress on Communications for Development, Latin American Studies Association, Global Health and Innovation Summit at Yale University, and the CDC National Conference on Health Communication, Marketing and Media. Dr. Villar serves as CARTA Equity Advisor and Faculty Fellow, Co-Director for the

Steven Cruz Institute for Media, Science and Technology (SCIMST). She holds a doctorate in communications and master's in public health from the University of Miami, and a bachelor's degree in economics from Columbia University.

Spanish-language Journalism

- **Prof. Alejandro Alvarado, Ph.D.** A journalist with more than 25 years of experience as an opinion writer and award-winning news reporter and producer for TV and digital news media. Founding member of the Association for Latino Media, Markets and Communication Research, and Board Member of Sembra Media, the largest network of native digital media in Latin America.
- **Prof. Mario Diament, MS.** He founded and directed the newspaper “La Opinion” during the fascist dictatorship in Argentina. He is a permanent member of the Argentinean Association of Journalists, and also an award-winning screenwriter. In 1994, he founded the Spanish Language Journalism Master's Program. (retired 2020)
- **Prof. Mercedes Vigón, Ph.D.** is associate director of the International Media Center and associate professor in the School of Communication and Journalism. She is a native of Spain and trained journalists in Mexico, Nicaragua and Paraguay. She also worked as a TV news director for Net Financial News. Vigon was an executive producer and international writer for CBS Telenoticias and a journalist with UPI.
- **Juan Jesús González Manrique, Ph.D.,** is an adjunct professor in the Department of Journalism + Media, active journalist and communication consultant. He teaches Visual Storytelling and Production I and II in the program. He was Professor of audiovisual journalism at the universities of La Laguna (Spain) and the Superior Business School of the University of Wolverhampton (United Kingdom)
- **Mariana Alvarado Del Real, MS.** An award-winning journalist with more than 25 years of experience producing and editing content for print and digital publications. A former teaching fellow for Google News Lab.
- **Laura Kurtzberg, MFA.** A Clinical Assistant Professor of Professional Practice in Digital Multimedia in the Department of Journalism + Media, She is a news applications developer and data visualization specialist with a particular interest in environmental science and ecology communication. Laura has worked for organizations such as InfoAmazonia, Ambiental Media, WLRN Public Media, and Univision.
- **Leonardo Ferreira, Ph.D.,** is a professor specializing in the study of comparative communication law and ethics, Latin American media history, and journalism for

social development including ethnic and community reporting. A regular contributor to the BBC World Service/BBC Mundo, he was a Martin Luther King-César Chávez-Rosa Parks Doctoral Fellow in the State of Michigan. A legal consultant to Bloomberg News, Freedom House, and the Grupo de Diarios América (GDA), he has also worked with the U.S. Department of State, UNESCO, UNICEF, the Organization of American States (OAS), the Development Bank of Latin America (CAF), the Inter American Press Association (IAPA), the International Center for Higher Studies in Communication for Latin America (CIESPAL), Fleishman-Hillard, and the Dominican Republic's Office of the First Lady and FUNGLODE (the Global Foundation for Democracy and Development), among others.

- **Damià Bonmati, MS.** is an award-winning journalist and adjunct professor of visual storytelling, with emphasis on story production for social media. Damià is national correspondent of Telemundo News, and has also worked as digital journalist for Al Jazeera, Univision, and Agencia EFE.

10. Demonstrate that graduate faculty taught the majority of professional master's courses for the three years before the site visit.

Only faculty who meet the requirements set down by the [Graduate School's Policy on Teaching Graduate-Level Courses](#) may teach professional master's courses.

Percentage of professional master's courses taught by graduate faculty (full-time faculty who meet the institution's criteria for graduate instruction)

Unit	2020-2021	2019-2020	2018-2019
Global Strategic Communication	71.4	85.7	100
Spanish-language Journalism	92	81.2	79.5

11. In cases where graduate faculty are not teaching the majority of professional master's courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the graduate faculty.

Not applicable.